FRESHMAN ISSUE

WELLESLEY NEWS

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Student Diversity Is College Goal But '71 Conforms to Stereotype

by Betty Denny '69 and Susan Sprau '68

In contrast to recent changes in the admission policies of most Ivy League colleges, Wellesley is maintaining her traditional stance, for Wellesley's Board of Admission considers its present program adequate and highly satisfying.

A decade ago most Ivy colleges' admission policies held geographical distribution as a primary goal to insure their status as national institutions of higher education. But last spring, Ivy admissions officers announced in the New York Times (April 17, 1967) that they are now looking for other types of diversity in their applicants. According to John T. Osmmer, Princeton's admission director, "It's not the place they're from, really, but rather some sense of a different background that we're looking for."

Still Geographical

Wellesley's admission officials say, however, that they are still "very interested in geographical distribution and a well-rounded class." From "the many applicants of good intellectual ability and character" the Board of Admission "seeks each year to admit a class whose members are eager to learn and who together provide a stimulating diversity of backgrounds (geographical, social, and economic) and special interests," according to the 1966-67 College Bulletin.

To achieve this goal, Wellesley's admission staff visits a number of public and private secondary schools. Alumnae also help recruit applications by encouraging qualified students in their home towns to consider Wellesley.

Wellesley is also a member of several "outstanding organizations concerned with recommending secondary school students to colleges," adds Miss Barbara M. Clough, director of admission. These include the Cooperative Program for Educational Opportunity, the National Scholarship Service and Fund for Negro Students, the African Scholarship Program of American Universities, the Latin American Scholarship Program of American Universities, the National Association of Principals of Schools for Girls, and ASPIRA, an agency of the Puerto Rican Forum, Inc.

In spite of the Admission Board's present programs, however, "stimulating diversity" seems conspicuously lacking among Wellesley students. While there have been such slight shifts in the make-up of the student body from year to year as stronger applications from the West and South, fewer girls from private schools, and an increase in girls from minority groups, the monotonous composition of Wellesley's student body continues. A look at the profiles of the classes of 1970 and 1971 shows that present admission policies are not achieving the hoped-for "stimulating diversity" among Wel-

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Miss Jeanette McPherrin, lecturer in French, will be dean of the class of '71, for the next two years. A graduate of Scripps College, Miss McPherrin received her M.A. from Claremont College, and has studied at the Ecole Normale Superieure de Sevres. During World War II she served as an officer in the WAVES. She has previously taught French at Reed College and at the Kent School in Denver, and from 1939 to 1943 served as director of admissions at Scripps College. She came to Wellesley in 1946, and has been active as a dean since 1956.

Mrs. Tenney Uses Requests, Backgrounds To Sort Out Puzzle of Freshman Rooming

by Anne Martin '68

"I aim for enough differences and enough similarities so that the girls have a good deal in common, but still have plenty of things to discuss," said Mrs. Eleanor M. Tenney, director of residence, in an attempt to explain the torturous three-week process of matching up freshman roommates.

While about a third of the freshman class could be accomodated in single rooms in the College's 13 residence halls, 380 members of the class of '71 will share doubles with classmates. Assignments for these rooms were made by Mrs. Tenney on the basis of information gleaned from rooming preference cards sent out last spring.

"Treasure Trove"

The final half of these cards, bearing the legend "fill in the following only if you have strong preferences," asks if the girl wishes a single or a double, if she has a specific choice of dormitory, and, most importantly, if she has specific requests about the "interests, habits, background, race, or religion" of her prospective roommate.

The card goes on to explain that "individual preferences are followed insofar as possible and provided the primary intention in rooming is achieved — to have a representative cross-section of the class in each residence hall. All students receive equal consideration regardless of date of application for admission, alumnae relatives, etc."

"Etc."

The "etc." would seem to include the words "race, religion, or national origin;" and indeed, these factors are taken into consideration by Mrs. Tenney, along with such requests as "a roommate who doesn't smoke" or "someone who doesn't mind classical music while studying."

Unless a girl states a specific preference, roommates are not matched according to their religious beliefs; in fact, unless a student specifically states it on her rooming card, Mrs. Tenney does not know whether a girl is Jewish, Catholic, Protestant, or a confirmed atheist.

Racial Issue

The question of race is somewhat different and infinitely more delicate. In the past Negro girls were usually roomed with other Negroes or given singles. But last year members of Ethos, a campus organization of Negro students, alleged that such rooming policies were discriminatory, and together with Mrs. Tenney, worked to eliminate the possibility of racial bias in freshman rooming.

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Harriman To Speak on USSR

United States ambassador at large W. Averell Harriman will deliver this year's opening Wilson lecture on Fri., Sept. 15 at 8 p.m. in Alumnae Hall. He will speak on the Soviet Union.

Harriman was appointed to his present position in March 1965 after having served for two years as under secretary of state for political affairs. A Yale graduate, Harriman has had wide experience in private business as well as government service.

Ambassador to USSR

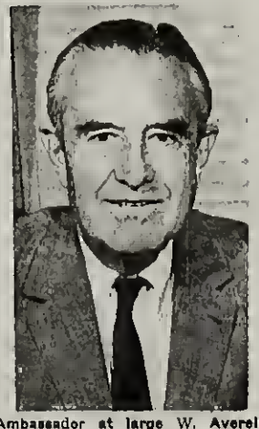
He has in the past served as chairman of the board of the Union Pacific railroad, director of the Illinois Central railroad, and is at present a limited partner in the firm of Brown Brothers, Harriman and Company, which he founded in 1920.

From 1943 to 1946 he was the United States ambassador to the USSR. In April of 1946 he was appointed ambassador to Great Britain, and served in that post for six months before assuming the position of secretary of commerce under President Truman.

Served in NATO

In 1948 Harriman became U.S. representative in Europe with the rank of ambassador under the Economic Cooperation Act. Appointed special assistant to the President in 1950, he also served as U. S. representative and chairman of the NATO committee to study Western defense plans.

He was appointed director of the Mutual Security Administration in 1951. Elected governor of the state of New York in 1954, he served in that capacity until 1958. He returned to federal service in 1961 when President Kennedy appointed him ambassador at large. He was named assistant secretary of state for Far Eastern affairs in December of that year, and served in that capacity until April 1963.



Ambassador at large W. Averell Harriman.

Campus Is Active During July As College Hosts Science Group

by Barbara Furse '69

For the first time in many years, Wellesley's campus was not all-but-deserted during the summer. Pendleton and Pomeroy were filled with "students," for during the month of July the College played hostess to the IPS Summer Institute for science supervisors.

The program was arranged through Wellesley's chemistry department in conjunction with the Introductory Physical Science program of the Educational Development Center and the National Science Foundation. In addition to the IPS program, the campus was also the site of Harvard's Project Physics for high school teachers, an undergraduate NSF program, and the Wellesley College Institute in Chemistry for graduate study leading to a Master of Arts degree.

Origin of Program

Wellesley's involvement in the four-week program grew out of a meeting between Eleanor R. Webster, associate professor of chemistry, and Dr. Uri Haber-Schaim, director of the IPS program of the EDC. Unique in that it was specifically for science supervisors and chairmen of junior and senior high school science departments, the IPS Institute struck Miss Webster as "an exciting program, potentially one of the ways to improve science teaching." Thus she helped arrange for the Institute to be held at Wellesley.

Program secretary Mrs. Eugene Ritvo emphasized that the program "took the members back into the student role in a heavily academic area" to "achieve a combination of student and teacher."

Miss Webster elaborated that by "making use of observations made in the laboratory," the participants could later "discuss the data obtained, using it for analysis of the text and its experiments" in the classroom.

Workshop Format

The Institute format followed closely that of the PSSC, CHEMS, or BSCS programs in physics, chemical education, and biological sciences. In a series of workshops the participants did experiments, worked homework problems and discussed their observations, much as their students do. Bearing in mind such questions as "how much will the student benefit by learning this?" and "how useful is it later on in the development of the story?" the workshops intensified the material found in the Prentice-Hall texts and supplies and tested out laboratory equipment designed by the EDC and the IPS program.

By instructing the participating supervisors in the unique methods of the IPS course, emphasizing laboratory work with the goal of having junior and senior high school students using the course, the supervisors could return to their own school systems at the end of the summer to conduct similar workshops for science teachers, who would then be able to use the new methods in the classroom.

The Participants

There were about 70 participants in the IPS program; more than 20 states were represented, while foreign participants arrived from Korea, Argentina, Venezuela, Israel, Canada, Costa Rica, Spain, and England. The members brought their families, partially supported by NSF grants for dependencies, travel, room and board.

Pomeroy served as living quarters for the families. While the Institute members spent from 8:30 to 4:30 every day, plus Saturday mornings, involved in study, research, and discussion of the aims of science teaching, the wives and children enjoyed playing ping-pong on tables set up in the arches between Pomeroy and Cazenove, or swam in Lake Waban.

Wellesley's Contribution

By hostessing the program, the College contributed to the community on a secondary school level. Mrs. Ritvo commented that by "bringing people to Wellesley for the summer to work with our professors, Wellesley provided a bridge between a college's resources and the community."

Not only is it important for the community, Wellesley benefits from summer programs of this type by expanding its girls' college, September-to-June image to one that stretches beyond the academic year, and beyond the conventional studying, testing, and grading routine. Wellesley is becoming known to persons who have had no previous contact with the College or the persons connected with it. The resources of the school and capabilities of its faculty can be reported first-hand.

Miss Webster described the program as "an onward-type venture" Perhaps this fuller use of Wellesley's facilities could share the description.

The Once and Future College

During your first few weeks as a freshman at Wellesley you will perhaps share Alice's sentiments of awe and frustration when she stepped through the looking glass into an unreal world. But Wellesley, as you will soon discover, is no Wonderland; on the contrary, it is real indeed.

Some of the rules, some of the people, may at times seem a bit "curiouser and curiouser," but for the most part, Wellesley is not a looking-glass world, mirroring the distortions of some past age of Academia. Once in danger of becoming mired in its own stultifying traditions and unwillingness to change, of coasting on its fading reputation, Wellesley is rapidly overtaking the present. The initial push has been given, and the atmosphere pervading the campus this fall is one of experimentation and change.

As freshmen you will find the beginnings of a tradition of flexibility at Wellesley, as well as the better-established traditions of beanies, step singing, and Tree Day. You will encounter the results of many changes which have substantially altered the character of this college within the past several years.

This fall the three term curriculum begins its third trial year with a new addition an optional, limited, pass-not-pass grading system. A student movement (more lady-like than Berkley's) over 1200 strong, spurred the faculty governing body, Academic Council, to institute this option into the grading program last spring. This fall, Academic Council, together with students, will evaluate the whole new curriculum including the present ten-stringent distribution requirements.

Increased student interest in educational reform is also reflected by student demands for a greater voice in academic policy-making, by the publication of student course evaluation questionnaires, and by student-organized non-credit seminars which made up Wellesley's own "free university" last winter.

Radical revisions in student social regulations, which began with liberalized sign-out hours in 1965-66, continued last year. For the first time in several decades, seniors may keep cars on campus and drive them in the Boston area.

Perhaps the most far-reaching change was effected last year by Miss Adams, then in her first year as College president. Her announcement in May of the five year experimental program of limited cross-registration with MIT surprised and pleased the entire Wellesley community and at the same time broadened its academic horizons. Not only will Wellesley classes become somewhat coed, but Wellesley girls will be able to enjoy the best science research faculty and facilities available, since for a small college, the majority of whose students are concentrating in the humanities, maintaining a top-notch science faculty is financially impossible unless it can exchange resources with richer, larger universities.

You will discover amidst all this change, that college years are no longer a gap, a safety zone between high school and the adult world. They are, rather, a testing ground, a place for experimentation and the forging of judgement and wisdom. Tradition education, "book larning," is only a part of what awaits you at Wellesley; the sense of increasing vitality and awareness of the world beyond the ivory towers will also be part of your heritage and of your learning experience.

Whether you, the members of the class of 1971, find this atmosphere stimulating or too distracting, whether you act to further change those areas where Wellesley still needs improvement or accept the system and concentrate on your studies, we of the *News* staff welcome you. We give you Wellesley, with a feeling of excitement and of hope.

The Decline and Fall

As one of the exclusive Seven Sisters, Wellesley for years has enjoyed receiving many more applications than it has had places available in its freshman classes.

From its plethora of outstanding applicants, Wellesley could afford to sit back and select the "cream of the intellectual crop" to make up its student body, while younger, not so popular colleges had to recruit and cajole the academically outstanding student to fill out an application.

Admissions figures for the last few years, however, suggest that Wellesley's popularity is on the decline. Applications to Wellesley in 1966-67 dropped by 8 percent from the 1965-66 total.

Miss Barbara Clough, director of admissions, attributes this decrease to the more conscientious attitude high school counselors have adopted when advising students on college applications. However, if better counselling were causing fewer applications to high-quality schools, other Ivy and Seven Sister colleges should also report decreases in applications. But in April, Radcliffe, Cornell and Columbia announced increases in application of 12 to 17 percent over 1965-66.

Even more disturbing than the decline in applications is the trend which appears from Admission Board figures on the number of applicants accepted who actually enter Wellesley's freshman class. This year, of the 664 girls accepted for the class of '71, 480 have decided to attend Wellesley. Last year, the College accepted 653 students of which 479 entered as freshmen. In 1965, the Admission Board accepted only 616 applicants. It seems as if the Admission Board must accept more applicants each year to get the same number of girls to make up Wellesley's freshman classes.

Apparently Wellesley is not only attracting fewer applicants, but an increasing number of those who are accepted prefer to study elsewhere. What has happened to Wellesley's popularity?

WELLESLEY NEWS

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Presidential Greeting

To the class of 1971:

"Welcome to Wellesley" is a phrase that you will be hearing many times from many people.

Hear the greeting warmly offered and, I hope, warmly accepted by you. Many people have been involved, are involved, and will be involved in your college career. They have looked forward to your coming for many months and now stand willing to help you in every way. Your physical comforts are well taken care of, your academic activities are in the capable hands of the deans and faculty, and your extracurricular activities are planned and carried forward not only by your fellow students and other colleagues on campus, but by welcome visitors who join us from time to time. All of these people are potential friends, potential guides, potential instructors, for as you well know, education does not begin and end in the classroom.

Wellesley hopes to give you a totality of experience that will enable you to identify your gifts, your capacity for hard work, your ability to exercise proper independence, and your capacity to grow in knowledge and wisdom. I hope that this first year will be one of challenge and hard work, excitement and satisfaction, and it is a pleasure to join the chorus which is saying to you, "welcome to Wellesley."

Yours sincerely,
Ruth M. Adams
president of the College

Are you nosey? Articulate? Interested in what's going on? Want to have a voice in campus affairs? No matter what your talents are, News has a place for you. Do you like to write? News reporters get the inside dope before anyone else does, and there are plenty of fun assignments, from covering opening night of a new play to interviewing Boston politicians. Have you a head for figures and the dream of making it big in the business world? Join our business or advertising staff and get a little practical experience. Like to dabble with cameras and chemicals? Our photography board provides all the equipment and will be glad to help you brush up on your techniques. Feel a call to serve the public? We need help with circulation, and your parents will be pleased to find that their copies of News are mailed to them on time. Have a penchant for doodling on your class notes? We need a good cartoonist. And any staff member is welcome to sit in on our Tuesday news meetings and help decide on editorial policy. News gets mailed; wouldn't you like to be in on it?

The Editor's Bookshelf

Pike's *Viet Cong* Analyzes NLF

Susan Sprau '68

Viet Cong: The Organization and Techniques of the National Liberation Front of South Vietnam by Douglas Pike. MIT Press 1966. 474 pages.

A black-pajamaed oriental, gun in hand, trudging through the rice fields . . . For most Americans, this is the image which the name, Viet Cong calls to mind. It is a simple image of a simple peasant: a rebel, a nationalist, perhaps a communist.

Douglas Pike's detailed study, Viet Cong, fleshes out this popular stereotype into the living, breathing organization which the National Liberation Front really is. Concentrating on the years 1960 to 1964, Pike analyzes the National Liberation Front (NLF) as an organization whose membership, goals, and techniques have changed as the Vietnam war has progressed.

Pike relies on three major sources of information, in addition to the published literature, for his description of the NLF: (1) captured "internal" documents of the NLF and the People's Revolutionary Party (South Vietnam's Communist Party founded in 1962), NLF propaganda, daily transcripts of Radio Peking, Radio Hanoi, and the NLF's Radio Liberation; (2) interviews with 100 ruy ết nnh (VC defectors); and 13) judgments of "knowledgeable" Vietnamese acquaintances.

Communist Front

Pike sees the NLF as a "true communist front organization." Officially born on December 20, 1960, "the NLF was not simply an indigenous organization in which the communists played a part . . . The communists established the NLF as a single organization around which all anti-Diem activity could cluster and create a bi-polar political condition."

Pike credits Ho Chi Minh, dissatisfied with the Geneva Agreement, with engineering the creation of the NLF in order to achieve reunification of North and South Vietnam. [He points out that "in late 1960, the Dao Dong Party (Ho Chi Minh's party) circulated a memo in the South outlining the proposed NLF and announcing itself as a member (organization)."]

Membership

The NLF was formed by "the Viet Minh remnants, most of them communists, who offered the major resistance to the Diem regime" from 1954 to 1960. They were joined by Lao Dong Party cadres who, in the late 1950's, came South to begin a "political-paramilitary effort" to overthrow Diem and the government of South Vietnam.

Segments of the populace who were attracted to the new-born NLF, according to Pike, were those who were denied participation in, or the role of loyal opposition to the Diem government. They included Cambodians, Montagnards, idealistic youth, representatives of farmers' organizations where serious land tenure problems existed, intellectuals who had broken with the government of South Vietnam (GVN), military deserters, and refugees of the Diem government.

DRV Control

Pike feels that the DRV (North Vietnam's government) has increased its control over the NLF membership as the struggle in the South has dragged on. Although infiltration to the South of Northern trained cadres occurred from the end of the Geneva Agreements on, it was not until mid-1963 that Northern cadres were being captured in numbers in the South. Pike accounts for this increase as partly due to the "NLF leadership losses in late 1962 and early 1963" which the DR was obliged to make up.

As infiltration accelerated and the indigenous leaders were killed, Northern-trained cadres took over the key NLF leadership positions until, "the management of the NLF after 1963 was in the hands of Hanoi-trained and indoctrinated Communists, (who were) responsive to the wishes of the leaders of the DRV."

DRV: 'Godfather'

As for the relationship of the DRV to the NLF, Pike concludes "that the DRV was indeed the godfather of the NLF; that its support over the years was largely developmental, from lesser to greater; that until mid-1964 this aid was largely confined to two areas: doctrinal knowhow and leadership personnel — and after mid-1964 it supplied anti-aircraft weapons and certain other types of military hardware not available through capture but at all times from 1960 on, it stood ready to help the NLF in any way that was absolutely necessary."

Pike also traces the increasing congruence of DRV and NLF goals. In the early 1960s, the NLF did not continuously emphasize reunification with North Vietnam as its primary goal, as did the DRV. This difference in goals became conspicuously apparent when in 1962, Radio Hanoi distorted an NFL Congress Statement which had listed NLF objectives as "establishment of a broad national democratic coalition in South Vietnam" by adding to it the phrase, "advancing to peaceful reunification with the Fatherland."

Reunification

Then in November 1963, after the Diem regime toppled, the NLF published a set of six demands; one of which was "work for reunification." The NLF has continued to stress this goal ever since.

Pike explains this adoption of the DRV reunification theme as due to the increase of Northern cadres in NLF ranks, and also because bombing of the North helped to make North Vietnam and NLF efforts seem more in common.

Violence

The NLF's attitude toward violence has also changed as DRV infiltration has increased and the military struggle has expanded. Until 1963, captured NLF indoctrination booklets emphasized the armed struggle as secondary to the political struggle.

"Internal documents" dealing with evaluations of the violence program indicated a "fairly widespread distaste for terror on the part of the NLF rank and file", Pike reports. Violence was discouraged because "each soldier killed by the NLF created a pool of resentment among his comrades, family and friends and the NLF sought not to make this pool any wider than necessary. . ."

Military Expansion

Since 1963, NLF military operations have assumed a more domin-

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The 'Dos' & 'Donuts' of Collegiate Dating: A Freshman Guide to Ivy Men's Schools

by Barbara Schlain '69

The past two years have witnessed two marked trends among the Eastern college population: first, the proliferation of guides to the plusses and minuses of the typical date at a variety of schools, and, second, a definite move toward coeducation, with even Wellesley joining—after a fashion. Whereas the former may make what follows a little redundant, and the latter, (if not now, then in the not-so-far future), irrelevant, there may nevertheless be some value to setting down for the uninitiated a few of the truisms of the Ivy Set.

Rather than simply repeat cliches as outdated as last year's Harvard-Yale game program, we have borrowed the discovery of some friends that there is an unmistakeable, though figurative, resemblance between several kinds of doughnuts and a certain group of New England men's schools.

Super-Special Crimson

Home ground first, and Harvard, rated a favorite by so many, takes the cake. Displaying so much diversity within himself, the Harvard date is an eclair—from the Bogard or Belmondo flick at the Brattle to the dim coffeehouse intensity emitted by the Jolly Beaver or Blue Parrot, to the nearly-always—jammed party in any entry of any house or dorm; from Adams House intellectual to Eliot House preppie, or the oh-so-Harvard freshman in the Yard, Harvard offers as many possibilities as Cambridge, Boston, and 4,000 undergraduates can combine.

Also found in Cambridge is a rival brand. While the nuclear physicist at MIT would no doubt be appalled at being named "old-fashioned," we'll settle for plain. Baker or Burton House, where one-half or more of the inhabitants are notorious "wonks," and the fraternities, where pledges nearly throw your dinner at you, are conspicuously lacking in the frills of gracious living. Yet future co-registration with "Tech" will probably increase the already sizeable Wellesley group who find this flavor not terribly unpalatable.

"Bulldog, Bulldog . . ."

Slightly more than two hours to the south lies New Haven, which exudes an atmosphere of unparalleled, yet quietly self-assured, masculinity (at least, until Vassar moves down). The Yalie, who will show you a weekend of understated sophistication, is lemon—bittersweet, with the emphasis on the first half of the word if he puts you up at the Taft, on the second if it's the Midtown, the West Haven, or a Holiday. Big weekends here are tops—candlelit buffets, semiformal or formal dances, cocktail receptions.

About the same distance in the opposite direction is Hanover, N.H. The Dartmouth date is an Experience, for which metaphors are inadequate. The closest parallel is the powdered doughnut, for a date where you may find it snowing in May, and which will definitely leave tell-tale signs on you afterwards. The Dartmouth "animal" prides himself on his aggressive masculinity and believes he must prove that monkish isolation hasn't changed his instincts. Rumor has it they may import 500 girls or so to the Reservation, which may have some civilizing effect. Winter Carnival, however, should not be missed—if you like skiing.

Side of Paradise?

Farther south than you may like to travel is Princeton, which will probaly become coed as soon as it can find a girls' school willing to move to Nassau street. In the meantime, there are the critical language girls (15 or so juniors). The couple of thousand boys who have to look elsewhere for their dates are a tweedy, pipe-smoking, guitar-playing set, favoring their very-Fitzgerald eating clubs with fireplaces and oak panelling, and strongly resembling the cruller. The campus is beautiful, and probably worth the trip-once. We suggest a big game, but if you don't mind your proms semi-formal and in the gym, you might try that.

Other weekenders opt for Amherst, where, if he's not spoiled by the preponderance of Smithies and Holyoke lasses, and if you don't mind fraternity parties, you'll find your date closest to honey-dipped; or his arch-rival in Maine, The Williams man is, like his Dartmouth confrere, masculine and outdoorsy; unlike the Indian, however, he contains both elements in moderation, Maplewalnut, perhaps.

May we wish you bon appetit; and remember, indigestion never killed anyone!

AFS Returnees Meeting

The Wellesley Americans Abroad Returnees Organization welcomes all American Field Service summer and school program returnees. The Campus Club is one of the largest in the country and fulfills numerous functions in the town of Wellesley and other nearby communities.

AFS'ers will meet in Billings during organization open houses to register names and countries.

History, Ec. Departments Devise In-Depth Courses for Freshmen

by Susan Heinemann '70

Do you feel thwarted in the conventional survey course? Hate soporific lectures on superficial subjects? Wish you could contribute in some way in the classroom?

The history and economics departments have decided to try to correct this situation by offering underclassmen in-depth introductory courses in which class participation is stressed and the program is partially structured by the students.

Informal Seminars

The economics tutorial program is constructed for freshmen taking economics 100, a survey of basic modern economic problems and policies. Senior economics majors conduct weekly seminar groups of three to four freshmen. No professor is present, and the discussions are generally informal.

Although the senior has usually prepared some material, it is up to the students to mold the shape of the tutorial. They are encouraged to ask questions, either about

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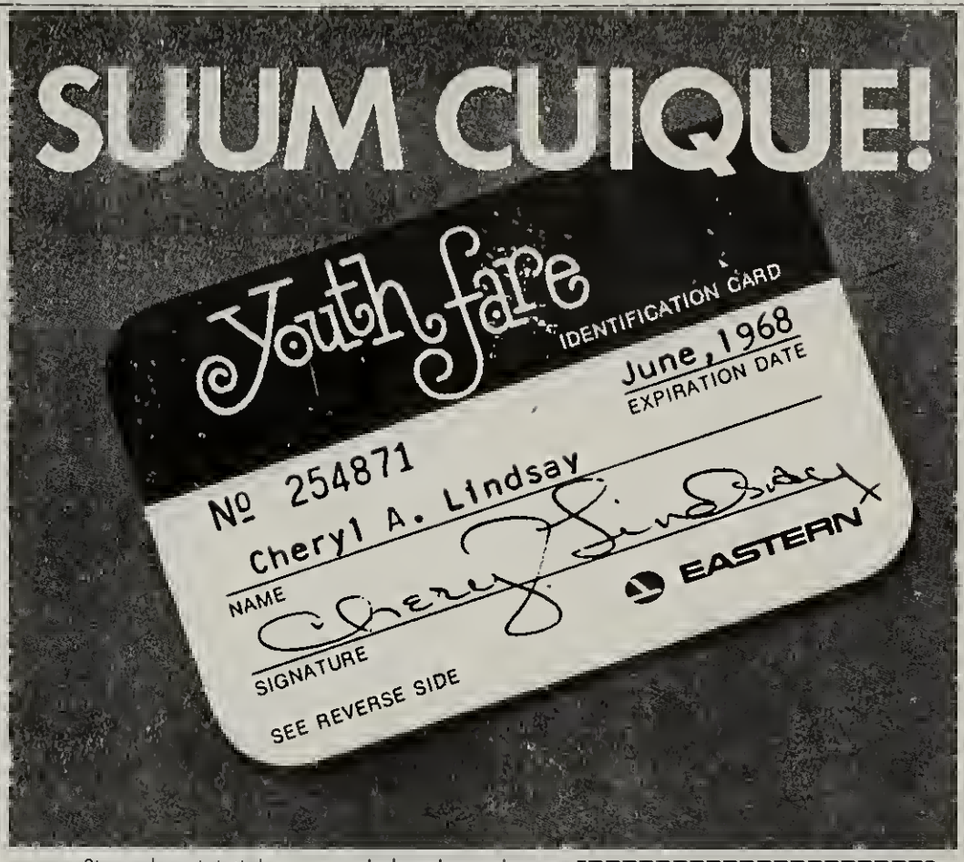

Si nondum viginti duas annas habes, haec charta parva efficiet, ut propemadum, quocumque "Eastern" volat, dimidio preti soliti vales.

Unum hac incommodum est: circumstare debes expectans sedem tibi paratam. Ceterum charta "YOUTH FARE I.D. CARD" per paucas dies non valebit: diebus festis Gratiarum Actionis et Nativitatis Christi. Quibus exceptis, quando et quocumque volare desiderabis dimidio pretio volore tibi licebit.

Quid cunctaris? Obtine chartam!

EASTERN
We want everyone to fly.

Right. Took the words right out of my mouth. I'm under 22 and want to apply for an Eastern Youth ID card. It will let me fly anywhere within the continental United States that Eastern flies, on a stand-by basis, for half-fare. Enclosed you'll find either a $3 check or money order, payable to Eastern Airlines, and a photocopy of my birth certificate or driver's license. I'm sending them to: Eastern Airlines, Dept. 350, 10 Rockefeller Plaza, New York, N. Y. 10020.

Name_____

Address_____

City_____

State_____ Zip Code_____

(What's the ablative absolute of Eastern?)

Admission Policy Perpetuates Stereotypes . . .

(*Continued from Page 1*)

lesley students, but rather are perpetuating the bland and homogeneous "Wellesley image."

● What does the class of '71 look like? Well, it very strongly resembles its contrast-less predecessor, '70. Approximately equal in size, the 479-member class of '71 had a slight increase over the class of '70 in Early Decision acceptances: 210 as opposed to 189 last year.

Predominatly Public

● As was the case in the last class, 60 percent of the students come from public schools; 34 percent, as opposed to 36 percent from last year's class, come from private institutions, and six percent of '71, as against four percent of '70, attended both types of high schools.

● There are 73 daughter of alumnae in the class of '71. This is a slight increase over the past few years, when approximately 14 percent of the entering freshmen have been alumnae daughters.

● Twenty percent of the members of the class of '71 hold scholarships, the average stipend amounting to more than $1500.

● The class of '71 shows that Wellesley continues to accept academically outstanding students. Among the entering freshmen are one Presidential scholar and 19 National Merit Scholars; in the class of '70 there was one Presidential Scholar and 21 National Merit winners.

● Geographical distribution again illustrates the set patterns which class profiles follow. New England and the Middle Atlantic States send the greatest number of students, a combined total of 50 percent, while the South and Central states make up most of the remainder; the West lags behind with its contribution of eight percent of the class. Foreign students in the class of '71 total eight, in addition to 11 Americans who live abroad. The class of '70 had ten foreign students.

Statistics Gap

Massachusetts law prevents the Admission Board from obtaining information from applicants about race or religion, Miss Clough reports. The Board does not compile statistics about the professions of the parents of freshmen, nor about family incomes nor whether the girls come urban, suburban, or rural areas.

Statistics, however, do not reveal the whole truth, and the class of '71 will be given the opportunity to develop its own individuality during the next four years. Yet because their social, economic, and geographical backgrounds continue to be too similar, members of the incoming freshman class, like their predessors, may find it difficult to overcome the lack of verve and diversity with which they enter Wellesley. Perhaps it is time for the Admission Board to take a second look at the statistics and reconsider whether present admission policies are truly providing the "stimulating diversity' among students which Wellesley needs.

News welcomes letters to the editor on topics of current interest to the College community. Letters must be no more than 40 lines long, typed double-space with 10-80 margins, and must be received in the News office no later than noon on Monday of the week of publication. The editors reserve the right to print only a representative selection of opinion. Letters exceeding the specified length will not be considered for publication.

ART CONFERENCE

The New England School Development Council (NESDEC) will hold a conference on "New Directions in Art Education," Sept. 13, at the Phillips Academy, Andover, for art supervisors and instructors. The purpose of the conference is to examine the changes currently affecting the art curriculum, and reforms that will affect its future.

Speakers include Dr. Jerome J. Hausman, director of the School of Art, Ohio State University, Mr. Bartlett Hayes, director of Addison Gallery of American Art, Phillips Academy and Mrs. Belle Ribicoff, director of the Connecticut Commission on Fine Arts. The Conference is free to NESDEC member systems, and to college students. Reservations should be made by Sept. 5 at Phillips Academy.

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A moth-eaten cockfight?

[2] Giraffes in high foliage?
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Archeologists Excavate Ancient Minoan City On Thera

Wellesley Professor, Vermeule

Digs with Team on Greek Island

Digging above room with painted plaster. Mrs. Vermeule clears the doorway while Mrs. Mayor brushes the frescoes.
photo, courtesy, Archeological Society of Athens

The site of the prehistoric town, from the sea.

photo courtesy, Museum of Fine Arts, Boston

by June Cutter '68

News of the excavation of a city buried under volcanic ash for 3500 years, is unquestionably intriguing; when the city might possibly be connected with the legendary "lost Atlantis," the news is certain to capture the imagination.

This summer, archeologists captured the public imagination by unearthing an ancient Minoan city on the Greek island of Thera in the Aegean Sea. Sponsored by the Archeological Society of Athens, the dig was carried out by an international team of investigators directed by Professor Spyridon Marinatos of the University of Athens, recently appointed general inspector of antiquities of the Kingdom of Greece. Mrs. Emily Vermeule, fellow for research at the Museum of Fine Arts, Boston, and professor of art and Greek at Wellesley, and Mr James W. Mayor, Jr. of the Woods Hole Oceanographic Institute were privileged to assist him. In addition to the support of the Archeological Society of Athens, private American gifts financed the expedition.

Plato's Atlantis?

For 100 years archeologists have known of the Minoan influence on Thera, but no one quite realized that an entire city lay buried beneath layers of volcanic ash until the recent excavations.

Could the island "confederation of marvelous power" which Plato described really exist? The answer traditionally has been "no," but Mayor thought "yes." Sailing to Thera on the Woods Hole Oceanographic Institute Ship, "CHAIN," in 1956, he took extensive seismic and magnetic profiles of the ocean bottom and sub-bottom to ascertain the volcanic structure of the island. His findings substantiated his hunch and prompted the recent dig.

If Plato misbounded his island of Atlantis, and furthermore, if he misunderstood or misread its destruction date by a factor of 10, then his facts could describe the documented violent volcanic eruption which threw large parts of Thera into the Aegean c. 1500 B.C.

All Under Ash

While the validity of Mayor's hypothesis may become an academic question the hypothesis itself has proven to be extremely fortunate because the excavations have yielded an unanticipated wealth of buildings and antiquities.

The Minoan buildings, frescoes and household items combine to give what Mrs. Vermeule has termed "our first glimpse of everyday life of the 15th century B.C." The site is a large area of the South end of the island and seems to include a complex of two and three story dwellings, some with sunken cellars. Frescoes decorate the upper floor of one house, while all rooms contain pottery painted with elegant floral and spiral patterns. Investigators found huge storage pottery jars in the basements, and also discovered the earthenware remains of a weaving loom.

Luxurious Living

The presence of treasures, among other things, indicates to observers that the life in these ancient homes was quite luxurious. One very large building may have been a royal palace.

"All of these findings were uncovered in a period of several days. "The reason so much was accomplished so quickly," Mrs. Vermeule remarked, "was because that pumice just rolls away." The ash which covered everything has acted as a protective blanket; as Mrs. Vermeule commented, "the ash is almost waterproof. If there is enough of it, the rain does not penetrate through it, and the air cannot get it."

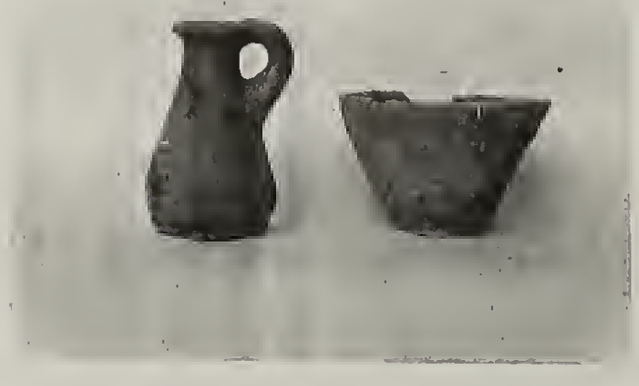
The lack of skeletons and gold has indicated to some that the ancient inhabitants of the city had warning of the volcanic eruption and fled their homes. It has been calculated that 160-ft. tidal waves, generated by the explosion, probably lashed the coast of Crete at that time, and therefore at least destroyed the Minoan fleet, and perhaps more.

A Living Museum

Protecting the site has proven to be a most serious problem. Mrs. Vermeule stresses that "the Greek authorities have taken every precaution to see that the excavations are properly protected," with guard around the clock and the village on the defensive.

It is especially necessary that the site remain intact, for the archeologists hope to retain the city as a living museum of the past—beneath the vineyards, a museum of daily life in prehistoric times. This extremely ambitious plan would necessitate the application of advanced technological methods to insure the stability and safety of the site as a whole. Certainly the proposed museum would be unique and would capture the immediacy of the place — a quality which is lacking at sites such as Knossos, where all but the buildings have been removed.

Mrs. Vermeule has emphasized how honored she felt "cooperating with the Greek government in such an extraordinary Greek enterprise." Not only can Thera provide a wealth of information for historians, but also it can become a very attractive piece of tourist property for Greece.



A child's jug and cup from the 16th century B.C., unearthed on Thera.
photo, courtesy, Archeological Society of Athens

In-Depth Courses . . .

(Continued from Page 3)

a problem encountered in class or about a particular field of interest.

New Dimensions Added

Last year tutors stressed the relationship between current events and the concepts learned in class. Tutors explained how to read the newspaper's financial section, pointed out articles that supplemented the textbook with specific examples, and gave lectures on the stock market, an area not covered in class.

Some tutors expanded on problems raised in class by showing what they were like on a higher or international level. Others related personal experiences; one senior spoke on her traineeship in an Irish brewery and compared Irish and American economies.

The students responded favorably to the tutorials. Some found them a means of lessening their confusion about the course; others valued the opportunity to pursue problems outside of class. Both tutors and tutees seemed to benefit from the discussions.

Colloquia

The history department is introducing three new courses this year — colloquia on Henry VIII and the Tudor Reformation, on medieval ideas and institutions of education, and on slavery in the West Indies during the 19th century. These colloquia, like seminars,

(Continued on Page 8)

Freshmen Rooming . . .

(Continued from Page 1)

As a result, the five Negro members of the incoming class have been placed in doubles with white girls who stated on their rooming cards that they would either prefer to room with a member of another race, or did not state any preference. It is interesting to note, Mrs. Tenney pointed out, that none of the Negro freshmen specified the kind of rooming arrangements she wanted.

Discrimination

Mrs. Tenney would prefer not to know a girl's race or religion when pairing up roommates, feeling that "Ethos asked me discriminate" by giving Negro girls "preferential treatment." But she hastened to add that from Ethos' point of view the present rooming arrangements are not discriminatory, and as far as she is concerned, "this is fine."

The 'geographic distribution' of freshmen's homes does figure to a large extent in the present rooming policy. Mrs. Tenney attempts not to put two girls from the same area together, and tries not to get too many girls from the same high school in one dormitory. She explained that she tries to "spread out" the foreign students; this year, all but one foreign girl requested and received single rooms.

Family Background

Other information obtained from the rooming cards, especially from those questions pertaining to the student's family background, are asked basically "for the benefit of other offices, for example the alumnae office, which wishes to know about alumnae relations," although in attempting to establish some sort of "common ground" between two roommates, Mrs. Tenney said that she sometimes finds such information helpful.

For example, there was the girl who specifically asked for a roommate who was not an only child - It turned out that she was one of many children, and, Mrs. Tenney surmised, wanted somebody who would understand how she felt

Technology Captures Injured Art in Florence

A Visit to the Restoration Raises Questions

by Jane Canter '68

We were all pretty dirty, but then art is a messy thing. Working hard in the studio to finish up our projects, we all wore a little of our art work on our faces, hands and clothes as we wound through the busy Florentine streets on our way to the old armory.

There were about 25 of us and we were going to look at some of the restoration work. The CRIA officials (Committee to Rescue Italian Art) had granted us what they termed the "extraordinarily rare opportunity" to visit one of the many centers for restoration of art in Florence and they had told us to be prompt.

In the Fortress

Having lived in Florence for six weeks, we knew that nothing there was prompt, but only approximately so. When we attended concerts at the Pitti Palace, we could add a generous half hour to the specified starting time if we wanted to be Italian "prompt." Naturally, therefore, on this day we were late, but only approximately late, as we walked through the old fortress gate and arrived at the armory.

Inside the recently converted armory, everything was partitioned off with large white sliding panels. We waited in the entrance hall and very shortly a man in a long white lab coat stepped into the hall and quickly slid the panel shut; he smiled and introduced himself as the director of this particular restoration laboratory.

Operating Room

"You must understand the delicacy of the work here," he cautioned us, "everything is carefully controlled. Stay close together and do not touch anything anywhere. Also watch your feet, for we have wires along the floor."

As we soon found out, the entire laboratory was meticulously engineered to meet the highest standards of efficiency, cleanliness, and order. The white panel slid shut behind us, and we moved into a large, low workroom. At first we were only aware of the wide work tables set at intervals and surrounded by white-coated restorers. Thick silver ducts wound up from the tables to the ceiling carrying off the poisonous odors. Only after a moment or two did we begin to notice the brightly colored and gilded early Renaissance wood panels lying like patients on operating tables and propped up against walls and posts.

Climate Control

"The humidity and temperature," the director asserted, "are carefully regulated for the benefit of the panels. To keep the wood from drying out too quickly and then warping seriously, we have to keep this room properly conditioned—high humidity and low temperature." In short, it was uncomfortably damp and impeccably sterile in this first room.

One restorer worked on a small panel with tiny paint brushes, while another checked the tissue papers which had been placed over the damaged surface of another; a smiling young girl used what looked like a heated rod to rub one panel, and a young man with a black moustache examined sections of another through a powerful magnifying device while he gently probed the surface with two slender silver painters. As the director led us around the tables he told us that his workers had come from all over the world. "Because of the red tape involved in allocating funds to us through the Italian government," he stated, "we are paid directly by CRIA, which as you know is sponsored by money collected in the United States."

Restoration v. Art

Moving along, we tried to get a better look at the art itself, but that was difficult. Our guide spoke only on the methods of restoration, their relative merits and drawback and he proudly admired his physical plant and staff; he never discussed the art work even to mention attributions, and when questioned on this, he seemed almost disinterested.

Walking through the hall and into a spacious room on the other side, the director commented again on the great improvement in his facilities compared to the small crowded rooms of the Uffizi, where he had studied the craft of restoration. "Paintings are stacked up in the Uffizi awaiting restoration," he remarked; "I once picked up the tag on a painting and it said: 'Received by the Uffizi for urgent restoration, 1889,' and it's still waiting. That gives you an idea of the magnitude of the job we had even without the flood."

Methods Vary

Huge canvas paintings leaned up against the walls in addition to the panels. A photographer, set up in the middle of everything, was taking pictures of each work before it was touched. In the first room we had seen only the cleaning of the panels, but in this room, we watched workers actually removing the badly damaged wood from the backs of the panels, and we saw them painstakingly transferring the painted layers to other bases. Above this room, they were setting up a laboratory for 'painting-in' or retouching damaged areas of paintings.

"Due to the emergency, we have even tolerated varying technical methods in the work here," the director mentioned as we pushed past a large table surrounded by busy talkers, all of whom looked up to smile at us. "That's the Russian 'group,'" he continued, "some of their methods are quite different from ours, but we have let them go ahead with their own."

Art and Craft

We paused now while our man

(Continued on Page 8)

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Organizations Hold Open House

Members of the entire College community are cordially invited to attend College Organization Open Houses Thursday evening, Sept. 14 from 7:30 to 9:30 p.m. A special invitation is extended to freshmen, as this is their best opportunity to "shop around" to find the organizations which most interest them. Information about the various groups can be found in the freshman handbook, and organization members present at the open houses will be happy to answer any and all questions. The groups will meet at the following places:

LOCATION	PRESIDENT	ROOM
Billings:		
Athletic Association	Kay Evans	108
Chapel Organization	Mary-Eliza McDaniels	200
College Government	Belle Huang	100
Cosmopolitan Club	Sports Captain	206
Deutscher Verein	Cheryl Gowie	306
La Tertulia	Ann Ralston	307
Circolo Italiano	Mary Campagna	308
Alesse	Sue Sears	202
Service Organization	Lindy Alexander	210
Forum	Sue Spear	300
8:00 Discussion in 300 with Forum and subgroups such as Young Dems and Young Republicans on politics.		
Civil Rights	Kris Olsen	302
Ethos	Karen Williamson	301
8:00 Discussion in 302 between Civil Rights and Ethos on Ethos' role in civil rights.		
Refreshments		106
Jewett:		
Art Club	Andy Craig	360
Art sketch with model.		
Chamber Music	Carol Pratt	218
Choir	Carolyn Wilson	106
9:00 Madrigal performance.		
Dance group	Susan Gill	Auditorium
8:00 and 8:45 Demonstration.		
Film Society	Jill Vickers	152
Guild of Carillonneurs	Clem Kulikowski	216
8:30 Carillon demonstration (Green Hall).		
Keynote	Francis Ferguson	162
7:30 Mock editorial board.		
Penchant	Sarah Dawson	154
7:45 Mock editorial critic board.		
Wellesley College Theater	Copper Coggins	Rehearsal Room
Legenda	Sue Parker	352
News	Susan Sprau	150
Singing Groups		

	7:30 - 8:10	8:10 - 8:50	8:50 - 9:30
Bluenotes (Shaunbaum)	Rm 102	Rm 350	Sculp G
Tupelos (Sloan)	Sculp G	Rm 102	Rm 350
Widows (Herrington)	Rm 350	Sculp G	Rm 102
Refreshments			lower corridor, basement

Ree Building:		
Outing Club	Linda Laning	2nd floor lounge
Swim Club	Sue Hodge	pool balcony, 2nd floor
7:30 Demonstration.		
Refreshments		2nd floor lounge
Alumnae Hall:		
WBS	Ann Sievers	studio, 2nd floor

College Welcomes Nearly Forty New Faculty Members

With the influx of new students on campus each year, it is easy to forget that it is not only the student body which changes. New members join Wellesley's faculty every year; this September the College welcomes nearly 40 new faculty members, many of them "freshmen" teachers, and some well-know authorities in their fields. Who are they? What are their interests? What will they teach?

New members of the art department include Mrs. Margaret Robinson and Kenworth W. Moffett, Mrs. Robinson, who will teach 219 in Term III and sections of 100 in Terms I and II, is a candidate for a Ph.D. at Harvard, now completing a thesis on Gustave Courbet. Formerly a teaching fellow at Harvard and the assistant to the director of the Smith College Museum of Art, she will serve as acting director of the Wellesley museum.

Also a candiate for a Harvard doctorate, Moffett is a specialist in 19th and 20th century art. Formerly a lecturer and teaching fellow at Harvard, he comes to Wellesley from Berlin, where he was completing his disseriation on the introduction of modern art into Germay. He will teach 219 in Term I, and 335, 216, and 224 in Terms II and III.

Astronomy and Bible

Mrs. William Liller, lecturer, is a new part-time member of the astronomy department during Terms I and II. Mrs. Liller, who holds a doctorate from the University of Michigan, will teach sections of the introductory astronomy course, 103.

The department of Biblical history has appointed three new instructors to teach sections of the required sophomore course, 104. James R. Hiles and Robert G. Rodgers both hold STB degrees from the Boston University School of Theology. Burke Long holds an MA from Yale and a BD from Yale Divinity School.

Teaching and Research

Among the new science faculty members are two instructors in the department of biological sciences. Philip C. Bibb, who has recently completed his doctoral studies at Indiana University, will teach sections of the introductory biology courses, 102 and 106, and will conduct a course in plant physiology, an area in which he is an expert. He will pursue research on the garden balsam, using physiological and biochemical techniques.

An electron microscopist, Janet Smithson, who completed her doctoral studies in the Division of Biological and Medical Sciences at Brown University last June, will teach course work in cytology and histology, and will do research in the asorptive functions of cells under the partial sponsorship USPHS research grant currently held by several members of the department.

Economists

Three new instructors have been appointed by the economics department to teach sections of the introductory courses. William Aldrich, who will teach part-time during Term I, received a BSEE and an MSEE from the University of Texas, and an MBA from Harvard Business School.

John Brade, a doctoral candidate at Harvard, holds graduate degrees from Harvard and the University of Paris. Mrs. Robert W. Crandall, the third new instructor, received her MA from Northwestern.

New in English

The English department also has three new faculty members. Robert N. Pinsky, assistant professor, will teach sections of the modern poetry and modern fiction courses, and the poetry writing workshop. He holds a doctorate from Stanford. Mrs. Williams Youngren, who received her BA from Swarthmore and her MA from Radcliffe, will be an instructor in modern poetry and fiction. Another new instructor, Miss Sharon V. Cadman, holds an MA from Columbia and has studied at the Freie Universitat in Berlin.

Three in French

New members of the French department include Miss Jeannie Bath ff, Miss Nadia Danilus and Miss Yvette Guichaoua. Miss Ballicherl, who will hold the rank of lecturer, comes to Wellesley from the University of Nantes, and is one of the very few French teachers to hold a 'double' Agregation. She will teach sections of the 18th and 20th century literature courses, and of the Term III poetry course.

Miss Doubins, a specialist in the 17th century who received her PhD from UCLA in June, will be an instructor in sections of 17th century literature, modern drama, and the literary survey courses. Miss Guichaoua, formerly a professor and directrice of the Maison Francaise at Oberlin College will be the faculty advisor to le Centre Francais.

German

Two new faculty members have been added to the German department. Lecturer Mrs. Karl W. Deutsch will teach the literary survey course, 202. She holds Master of Arts degrees from Radcliffe, Stanford, and Yale. A new instructor, Barney M. Milstein, is completing his dissertation for a PhD at Princeton, has received MAs from both Princeton and Middlebury College, and has studied at Johannes Guttenberg University. He will teach intermediate and advanced grammar.

Classics and History

A new instructor in the classics department, Stephen Tracy, comes to Wellesley after a year in Athens at the American School of Classical Studies. A candidate for a PhD at Harvard, he completed his dissertation, a pioneer work in the study of hands in Greek inscriptions, while in Greece. Tracy's scholarly interests include both Greek and Latin literature, and he will teach courses in both fields, including Vergil, the Odyssey and, introductory Greek.

A new part-time instructor in history and Latin, Mrs. Marian Kelting Torchia, a doctoral candidate at Yale, is presently completing her thesis on city government in Bithynia under Trajan and Hadrian. She will teach Latin 101 and history 228, classical civilization.

Tudor Specialists

The history department will host two British scholars from the University of London; both of whom are specialists in Tudor history. J.J. Scarisbrick, who holds a PhD from Cambridge, will be a visiting lecturer during Terms I and II. He will teach the new freshman - sophomore colloquium on Henry VIII and the Tudor Reformation, a survey of English history, and an upperclass seminar on the reign of Henry VIII. He has recently completed a biography of Henry VIII which is scheduled for early publication.

S.T. Bindoff, visiting professor, during Term III will teach a survey of Tudor England and an upperclass seminar on Parliment under the Tudors. Widely known as the author of the best one-volume survey on Tudor England, he has taught at the University of London since 1935, as well as in America at Columbia, Claremont, and Trinity.

Mrs. Pamela Daniels will offer the department's new one year survey course on the history of Modern India. She lived in Bengal after her graduation from Wellesley in '59, and is studying for her doctorate at Harvard, where she is an assistant in professor Erikson.

Two Math Instructors

The mathematics department welcomes two new faculty members, both of who will hold the rank of instructor. Eugene H. Gover, who is working on his doctoral dissertation at Brandeis in the area of homological algebra, will teach sections of math 108, 109, 200, and 206. David M. Pritzker will teach a section each of 108, 109, and 204. He is currently studying for his PhD at the City College of New York, and writing his dissertation in the field of logic.

P.E. Teachers

Mrs. Robert Foster, well known in Boston area tennis circles, will join the department of physical education as an instructor in racquet sports. She is a graduate of Boston-Bouve School of Physical Education, and holds a BS degree from Tufts University.

Mrs. James Schaat will come to the department as an instructor in charge of dance. She has previously taught at Wheaton College and the North Eastern State Teacher's College in Natchitoches, Louisiana, and has had summer experience in dance with the Jamestown (Va.) Theater. She received a BS from Mary Washington College, University of Virginia. A third new member of the physical education department, Miss Barbara Danielson, who holds a BS from Skidmore College, will teach a variety of sports within the activity program; she is particularly strong in tennis and gymnastics.

Area Studies Specialists

Two new instructors in the political science department are Mrs. Nancy W. Heer and Jon Rosenbaum. A doctoral candiate at Harvard in the field of Soviet regional studies, Mrs. Heer is particularly interested in the history of the Communist Party in the USSR during the past decade. She will teach Mrs. Green's courses while the latter is on sabbatical leave.

Rosenbaum received the Rose Memorial Prize while at the University of Pennsylvania for his thesis on Latin American politics. He has studied at the London School of Economics and the University of Madrid, and is now completing his Ph.D. at the Fletcher School of Law and Diplomacy. Particularly interested in Latin American affairs, foreign policy determination, and the political development of emerging countries, he spent 1965-66 in Brazil on a Shell International Fellowship, and has written a monograph on the Brazilian Foreign Service which is to be published there. He will teach courses in the comparative politics of developing areas and comparative government in Latin America, as well as sections of 101.

Five New Teachers

There are five new faculty members in the psychology department. Mrs. Patsy Sampson, assistant professor, will teach 207, 327, and one section of 212 in Term III. She obtained her Ph.D. from Cornell, where she worked closely with Baldwin in the field of personality. She has published papers in several professional journals in the general area of psychometrictrilogy.

One of the three faculty members teaching 101, Ward Cromer will also teach 212 and 220, with the rank of instructor. He is working on his doctorate at Clark University in the area of personality. Mrs. Laurel Furumoto, who will also be an instructor, recently completed her doctorate at Harvard in learning theory, and has worked with both Skinner and Hernnstein. She will teach 209, 219, and 319.

A third new instructor, David Lesler holds a BA from Cambridge University and is studying for his Ph.D. in the field of motivation at Brandeis. He will teach 200 and the 330 seminar, and will also be one of the three faculty members teaching 101. The department's course in psychological statistics will be taught by Stephen Fienberg, who holds a Ph.D. in the field from Harvard, where he has taught in the social relations department.

A new part-time instructor in Russian, Mrs. John J. O'Connor, will teach the two extradepartmental courses 201 and 202, on Russian literature in translation. She holds an MA from Harvard.

Sociology of Education

Stephen D. London is the only new member of the sociology department. A 1964 graduate of Bowdoin College, he is finishing his graduate work in the sociology of education at the University of Chicago, where he has specialized in urban sociology. He has undertaken research on society and education in Chicago, on the influences of curricula changes on the self-concept of the Negro student, and on the influence of ability grouping on the self-concept of the junior high school student, and has served as a staff associate at the University of Chicago, compiling and index of work in the sociology of education.

Three New Dormitory Heads Will Greet Returning Students

Not all the new faces in the dormitories this September will belong to the incoming freshmen. Three new heads of house will be on hand when the College reopens to greet the residents of Bates, McAfee, and Severence Halls.

Mrs. Donald Squires, of Watchung, N.J., has accepted the position of head of house in Bates. Her predecessor, Mrs. G. Scott Gillespie, will move to Tower Court. A graduate of Russell Sage College in Troy, N.Y., Mrs. Squires has spent the past summer in Denmark. She has previously done hospital volunteer work for the Red Cross and participated in garden club activities.

McAfee and Munger

Mrs. Katharine Lacey, who will take over in McAfee, is a native of Kingston, N.Y. She comes to Wellesley from Dallas, Texas, where she served for a year as the house director of a sorority at Southern Methodist University. A business school graduate, Mrs. Lacey has done work for numerous local organizations, including serving as a hospital volunteer and working in Red Cross children's homes. Her two daughters live in Dallas.

Mrs. Frederick H. Thompson, who was formerly head of house in Munger, is returning to Wellesley after a year in Europe to assume the post of head of house in Severence. A Phi Beta Kappa graduate of Wells College, Mrs. Thompson worked with the Red Cross in the South Pacific during the Second World War.

Director of residence Mrs. Eleanor M. Tenney describes a good head of house as "somebody to whom the girls can turn when they need to, somebody they can like and respect," adding that the three heads of house are all "very attractive younger women" who easily fulfill this criterion.

Three of the four departing heads of house retired at the end of last year. Mrs. Bradner will become a housemother at the St. Agnes School in Alexandria, Va., Mrs. Martin is making her home with friends in Bronxville and Brooklyn, N.Y.; and Mrs. Turner has moved to La Jolla, Calif. The fourth departing head of house, Mrs. Whitney, has moved to Florida.

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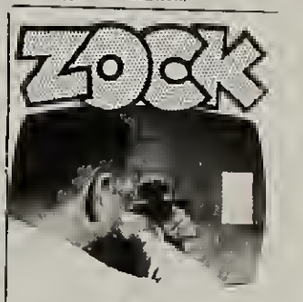

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Viet Cong....

(Continued from Page 2)

anl role in the struggle to overthrow the government of South Vietnam. Well-disciplined VC military units have taken over the major role in revolutionary operations which the individual guerilla had held in the NLF's early years.

"In the 1960-61 period great emphasis was placed at indoctrination sessions on the need for individual initiative by Liberation Army soldiers," explains Pike. "Slowly, almost imperceptibly, the emphasis shifted from the heroic individual to the military team. Mass-media accounts of exemplary individual behavior were replaced by examples of unit dauntlessness. By late 1964, the Liberation Army rather than the heroic individual was making the most lasting contribution to the cause and was in fact the element of which victory depended."

Pike's book leave the reader better informed, but with mixed feelings loward the Viet Cong. The young rebel organization's complaints seemed legitimate against the setting of Diem's government. Yet, the VC's increasingly violent techniques, their gradual subordination to DRV cadres against the background of a progressive post-Diem government, makes the NLF, with its goals of revolution and reunification, seem less defensible.

In-depth Courses...

(Continued from Page 3)

will emphasize urbinary sources, class discussion, and student research.

Mr. Marzhal, who will teach the colloquium on slavery, plans to begin with lectures giving background information and then move into more specific problems, with student reports serving as bases for discussion.

He intends to consider the different aspects of slavery under the various colonial powers, including discussions of the legal status of the slaves, the missionaries' work, and the economic institutions involved. The problems of abolition will be a focal point.

Medieval Education

Mrs. McLaughlin, whose course is concerned with medieval concepts of learning, describes the colloquium as an "ideal educational situation" and adds that she hopes to learn from her students. She chose her topic from pre-modern history in order to remove students from their preconceived notions about current events and to show them "a past age on its own terms." Education is a problem both familiar to students and of "immediate existential interest," she feels.

In the course Mrs. McLaughlin hopes to explore the medieval notion of understanding truth and the modes of instruction which reflected this view. She will stress both the intellectual and the institutional aspects of history — both the concept of truth and the manner in which it was transmitted.

Restoration...

(Continued from Page 6)

set us all straight on CRAT's financial organization. "Every penny is accounted for and we even record our working hours," he assured us. He was very anxious to justify his group. It was as if he felt that we might leave with the wrong impression.

Addressing us as artists, he continued: "Just as few people recognize what a craft art is, few recognize what a craft restoration is." At this, several faculty artists tightened their expressions. Knowing them as we did, we could tell that they would not have chosen the word "craft" to describe what they always termed the "creative process" of art; nor did they appreciate the comparison of a creative endeavor with what they thought to be largely a technical process.

Seeing these paintings in a controlled environment, we wondered if they were the lucky beneficiaries or perhaps the unlucky victims not of the flood, but of modern technology. We wondered exactly what was being saved in this clinic, what was being lost, what was really being "restored" or needed to be. We felt sorry for the paintings on the tables; the whole place felt dead.

Thanking our host, we stepped through the white sliding door. As we headed back to the studio, it felt good to breathe real air again.

Student's Aid Society Offers Its Services To All Scholarship Students at Wellesey

Freshmen who have been awarded College scholarships should already be acquainted with Wellesley's Students' Aid Society, Inc. the independent but College-affiliated organization which makes long-term, no-interest loans to every recipient of a Wellesley gift-work scholarship.

Mrs. Eugene Powell, president, describes the Students' Aid Society as "an organization to which alumnae and others give so that undergraduates may receive some of the material help they need to complete college." Pauline Durant, wife of Henry Fowle Durant, set up the Students' Aid Society at the same time that her husband founded Wellesley College.

Many Services

Many scholarship students know the organization only by the multicolored loan receipts it sends out every year with scholarship announcements. However, Students' Aid Society offers many additional services to students on scholarship at Wellesley, and even a few to those students who do not hold scholarships.

To scholarship girls the following services are available:

- The loan of dictionaries, Bibles, and reference books, draperies, bedspreads, watsebaskets, typewriters, caps and gowns, etc.
- The gift of clothes from the Students' Aid clothes closet. Garments are sent to the Society by alumnae.
- Each scholarship freshman is given an authorization slip to purchase a required text.

In addition, any Wellesley student may obtain an interest-free, short-term emergency loan by applying at the Students' Aid office, 348 Green, during weekday business hours.

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